DOCUMENT RESUME

ED 133 509 CE 009 404

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TITLE Career Development. Administrator's Guide.
INSTITUTION North Dakota State Board for Vocational Education, Bismarck.
PUB DATE 1 Sep 76
NOTE 47p.; Page 29 of the original document is copyrighted and therefore not available. It is not included in the pagination

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Administrative Policy; Administrator Guides; *Career Education; Community Involvement; Curriculum Design; Educational Policy; Elementary Secondary Education; Inservice Teacher Education; Planning Meetings; Policy Formation; *Program Administration; *Program Development; Program Planning
IDENTIFIERS *North Dakota

ABSTRACT

The purposes of this guide are to familiarize K-12 administrators with the concept of career education and to provide suggestions for planning and developing a career development program in a local school. It outlines a practical strategy for getting career development adopted and implemented at the local level. Topics covered are as follows: Need for career education, rationale for career education, definition of career education, general goals of career education, developmental phases of career education, characteristics of career education, suggested content and activity emphases in career development programs, models for career education, suggested career education experience by grade level, objectives for career education, summary of selected career education goals, a plan for implementation, steps for implementation, the need for local commitment to inservice training, planning for inservice training, guidelines for career education inservice programs, statewide conference on career education, faculty meeting--suggested agenda, system-wide advisory council, community resource questionnaire, and a North Dakota State directory of contact persons for career education. A bibliography is also included. (TA)

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North Dakota State Board for Vocational Education

Career Development

ED133509

Administrator's Guide

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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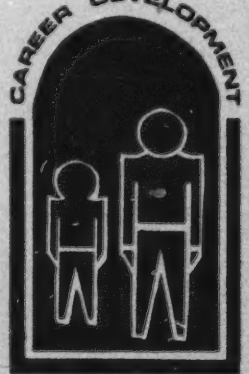

CE 009 404

The purposes of this guide are to familiarize administrators with the concept of Career Education and to provide suggestions for the planning and development of a Career Development program in a local school. The guide is not all inclusive, but does outline a practical strategy for getting Career Development adopted and implemented at the local level.

A major portion of this guide was developed as part of an exemplary project in Career Development conducted by the State Board for Vocational Education in cooperation with the Department of Public Instruction and the Bismarck Public School District.

North Dakota State Board for Vocational Education
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September 1, 1976

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A WORD OF INTRODUCTION

In North Dakota we have defined *Career Development* as combining the academic world with the world of work. It must be available at all levels of education, from the kindergarten through the university. A complete *Career Development* program includes awareness of the world of work, broad orientation to occupations, in-depth exploration of selected career clusters, and career preparation for all students. This calls for the teachers of all basic education subjects to incorporate *Career Development* as the major activity throughout the entire curriculum.

Career Development is not an add-on. In the public schools, it is a blending of the vocational, the general and college preparatory education. *Career Development* demands a modification of the job of school administrator. They need to provide more direction and encouragement that allow *Career Development* experiences at all educational levels. The community needs to become the classroom and vice versa. The school and the community must become one.

Career Development is not another name for vocational education, although vocational education is a vital part of the skill development area of career preparation. *Career Development* is not a synonym for industrial education, general education, academic education, college education or any other educational program. *Career Development* is the very essence of education itself.

The basic thrust of *Career Development* is to make the classroom experience a meaningful and significant process of learning about all phases of life. Youngsters today keep asking "Why do I have to know this?" and "Why do I have to know that?" Valid and justifiable questions, indeed, and our school system must become attuned to the needs of its students and set out to answer those haunting questions.

We certainly don't want to discard the basics -- the three r's are more important than ever, but our educational system must relate them to the world in which we live -- to the world of work AND to the world of leisure. *Career Development* will provide students with information about the many career opportunities available, and will clearly demonstrate the relationship between what is taught in the classroom and the world of today.

Career Development must remain a very broad and viable concept for each student. It allows the student to select from a variety of alternatives, and it allows him to have a say in what and when he wants to pursue the options open to him. *Career Development* identifies with: ALL students. . .ALL subject matter being taught . . .ALL grade levels. . .and ALL jobs in the work world. It is not a rehash of existing programs, but rather a fresh approach to learning that must be vigorously implemented at ALL levels for it to remain effective throughout a person's lifelong education.

Career Development urges and encourages a new sense of cooperation between parents, business, industry, students and school. It provides the avenue to involve youth in the community of life, and the people of the community into the school educational life.

NEED FOR CAREER EDUCATION

A fundamental purpose of education is to prepare people to live a productive and rewarding life. For far too many Americans our schools are failing in this essential mission.

In typical schools throughout the country young people complain that curriculums are dull and irrelevant, that their education is not opening pathways to a fulfilling adulthood. Substantial numbers of students score below their grade level in basic skills; high dropout rates, absenteeism, academic failure, drug abuse, vandalism, and assaults on administrators, teachers, and pupils signal their discontent.

It is a rare school that equips all its students to make the choice upon graduation of entering the job market with a salable skill or of continuing their education. Too often the graduate has neither option, let alone the opportunity to select one or the other.

Nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for a career. In 1970, not counting enrollment in homemaking, only about one high school student is six was enrolled in occupational preparation. More persons are graduating from a four-year college with a bachelor's degree than there are jobs for degree holders. By the end of this decade eight out of ten jobs in America will not require a baccalaureate degree.

In a modern society, formal education stands directly between a person and his ability to support himself and his family. If the quality or the appropriateness of any child's formal education is poor, what might have been a roadway to opportunity will remain a barrier. To fail to fulfill a responsibility in this respect means to render a large proportion of the future citizens of this country economically obsolete.

More appropriate curriculums must be developed, validated, and installed and they must be used more realistically if we are to meet the needs and desires of students and serve the purposes of society.

taken from

Career Education
S.P. Marland, Jr.
Former U.S. Commissioner of Education
DHEW Publication No. (OE) 72-39
1971

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RATIONALE FOR

CAREER EDUCATION

PART I

The Need for Career Education

Two basic and related societal needs lie behind the career education movement. One is the need to clarify and emphasize relationships between education and work for all persons. The second is the need to make work a meaningful part of the total life style of all persons. Each of these needs can be pictured both in terms of society as a whole and in terms of individuals in the society.

American education has produced a relatively few individuals whose efforts have changed the entire occupational structure. The rise of technology has increased the need for persons with specific occupational skills and dramatically reduced the need for unskilled labor. In addition, and equally important, it has resulted in a rapid rise in the rate of change in the occupational system. As a result, youth are faced with two problems which, to many, must appear to be contradictory in nature. First, they are told they must acquire some occupational skills that can be used to enter the labor market. Second, they are told they must have adaptability skills that will enable them to change with further changes in the world of paid employment. Small wonder that many appear confused and uncertain.

American education has done a good job in preparing a minority of its students both to cope with change and to be productive contributors to still greater change. We have not done a good job for the vast majority of our students -- including many of our college graduates as well as many who leave the education system at earlier levels. For the great majority of students, American education's prime contribution seems to have been merely lengthening the number of years of schooling. While for most youth this has delayed the time at which they seek to enter the labor market, it has not helped greatly in the transition from school to work. One does not solve a problem by delaying the time at which the problem is faced.

The results of American education's failure to clarify and emphasize relationships between education and work are apparent to all. They can be seen in the sickening stability of the ratio of youth to adult employment remaining at a level of three to one. They can be seen in the complaints of employers that youth seeking jobs possess neither the basic academic skills nor good work habits, nor positive work attitudes that make for productive employees. They can be seen in the large numbers of youth who can see no relationships between what they learn in school and what they will do when they leave school. They can be seen in the large numbers of adults who, when faced with the need to change occupations, find themselves unequipped for doing so. In all these ways, the past failures of American education to help all students understand and prepare for relationships between education and work are obvious. The need to change is equally obvious.

from

Career Education: A Crusade for Change
Kenneth B. Hoyt

RATIONALE FOR

CAREER EDUCATION

PART II

Career Education and the Teaching-Learning Process

Almost from its inception, career education has been pictured as a collaborative effort involving the formal education system, the home and family structure, and the business-labor-industry-professional-government community. As it has been conceptualized, important roles and functions have been suggested for personnel from each of these three segments of society. Repeatedly, we have emphasized that unlike earlier moves toward educational reform, career education is not something that school personnel can do by themselves. Within our system of formal education, we have suggested that all educational personnel need to be active participants if career education is to be effective. We have stressed, as strongly as possible, our belief that career education does not represent a function to be assigned to a single individual in the school or relegated to any particular part of the curriculum.

Career education's cry for collaboration has camouflaged the crucial importance of the classroom teacher to the success of career education. Equally important, it has tended also to camouflage the many and varied implications for change in the teaching-learning process called for by career education. Of all we have asked to become involved in career education, the greatest potential for effectiveness and the greatest challenges for change lie in the teaching-learning process. . .

The need for and the current status of career education have been discussed elsewhere. These topics are therefore purposely ignored here. Instead, I would like to specify the major kinds of changes called for in the teaching-learning process and the key importance of the classroom teacher in effecting such changes. To do so, four topics must each be briefly discussed: (1) the rationale for career education in the classroom, (2) the use of career implications of subject matter as motivational devices, (3) implications of expanding the parameters of the teaching-learning process, and (4) implications of career education for the philosophy of teaching.

Before proceeding, I must make two points clear. First, there are many in career education who do not agree with my contention that the classroom teacher is the key person in career education. Second, my thoughts on this topic are still evolving and I will welcome your criticisms and suggestions. Having made these two admissions, let us proceed.

Career education seeks to make education as preparation for work a major goal of all who teach and all who learn. To attain this goal, career education has formulated two broad objectives: (1) to increase relationships between education and work and the ability of individuals to understand and capitalize on these relationships, and (2) to increase the personal meaning and meaningfulness of work in the total life-style of each individual.

from

Career Education: Contributions to an Evolving Concept
Kenneth B. Hoyt

DEFINITION OF CAREER EDUCATION

Career Education is an integral part of education. It is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills, and by enhancing learning achievement in all subject matter areas. *Career Education* is a series of growth experiences which begins in the home and continues at the pre-school and elementary, junior high and senior high, post-secondary and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision-making relative to additional education, preparation for employment, and understanding the interrelationship between a career and one's life style. It provides purposefully planned and meaningfully taught experiences which contribute to self-development as it relates to various career patterns. *Career Education* calls for a total effort of the home, school and community to help all individuals become familiar with the values of a work oriented society, to integrate these values in their lives in a way that work becomes useful, meaningful and satisfying.

GENERAL GOALS OF CAREER EDUCATION

The main thrust of *Career Education* is to prepare all students for a successful life of work by increasing their options for occupational choice and by enhancing learning achievement in all subject areas and at all levels of education. The general goals of *Career Education* include:

1. To develop favorable attitudes toward the personal, psychological, social and economic significance of work.

2. To develop appreciation for the worth of all types and levels of work.

3. To develop skill in decision-making for choosing and changing career direction.

4. To develop capability of making considered choices of career goals, based upon development of self in relation to the range of career options.

5. To develop capability of charting a course for realization of self-established career goals in keeping with individual desires, needs and opportunities.

6. To develop knowledge, skill and attitudes necessary for entry and success in a career.

In scope, *Career Education* encompasses educational experiences beginning with early childhood and continuing through the individuals' productive life. The developmental phases of *Career Education* include:

DEVELOPMENTAL PHASES OF CAREER EDUCATION

1. *Self and Career Awareness* - A program to familiarize students with the world of work including the many kinds of work people do and the interrelationship of such work in producing and using goods and services. Emphasis is placed upon attitudes, values, dignity of work, and the relationship of manipulative activities to the total instructional programs.

2. *Occupational Orientation and Exploration* - A program consisting of laboratory instruction 1) to give students first-hand experiences with the kinds and levels of work performed in a broad range of industry and occupations for which special skills are required; 2) to inform them of requirements and qualifications for particular careers; 3) to acquaint them with the significance of changing and evolving technologies; 4) to instill in them an understanding and appreciation for the dignity of work; and 5) to assist them in making informed and meaningful career selections.

3. *Occupational Exploration and Beginning Specialization* - A program designed to provide transitional experiences to bridge the gap between the awareness/orientation focus and specialized in-depth offerings. Experiences will provide students with the opportunity to select and explore an occupational cluster for the purpose of assessing his performance, aptitudes, and interests.

4. *Vocational-Technical Education* - A program of education organized to prepare the learner for entrance into a particular chosen vocation or to up-grade employed workers including such divisions as trades and industrial education, technical education, agricultural education, distributive education, office education, and home economics education.

5. *Higher Education* - A program of education organized to prepare the student for employment into one of the many professional occupational opportunities that exist. It provides opportunity for training, retraining and up-grading of skills as well as providing the cultural enrichment for those people desiring to pursue a baccalaureate degree.

6. *Adult and Continuing Education* - A program of laboratory experiences for adults and out-of-school youth who may benefit from broad, basic instruction related to the educational needs of the community.

CHARACTERISTICS OF CAREER EDUCATION

The development of the *Career Education* concept evolves with specific goals and objectives in mind. At the same time, various characteristics of *Career Education* surface. The following list summarizes some of these characteristics:

1. *Career Education* helps to develop a personal plan for lifelong learning which will include learning about the world we live in, its people, the social and physical environment; learning about the sciences, arts, and literature we have inherited and are creating; and learning about the way in which the world's people are interacting. Effective *Career Education* equips individuals to live their lives as fulfilled human beings.

2. *Career Education* is organized in a pyramid approach, beginning with self and career awareness in the elementary grades and moving from the general to the more specific orientation to the world of work. In junior high school, students are provided with exploratory experiences. These experiences in turn, provide knowledge and experience to assist decision-making regarding areas of study and more specific preparation which the student will pursue in senior high school, post-secondary, and adult education programs. Intensive guidance and counseling is provided concurrently with classroom instruction and skill development to improve the student's decision making abilities.

3. Careers are structured in relation to fields of work or clusters of occupations which are related to each other, such as the industrial cluster, agricultural cluster, or marketing cluster.

4. Emphasis is placed on using multi-media learning approaches such as films and video-tapes which may be more effective with students having a wide range of learning styles and skills. Types of instructional methods include classroom and laboratory activities, field observation, in-school skill training, work experience, cooperative education, and on-the-job training.

5. All students leaving high school will be prepared for, and actively assisted in securing placement in either a job in the world or work, a post-secondary vocational-technical education center, or a higher education degree program.

6. *Career Education* focuses on the needs of the individual, society, economy, and the employer.

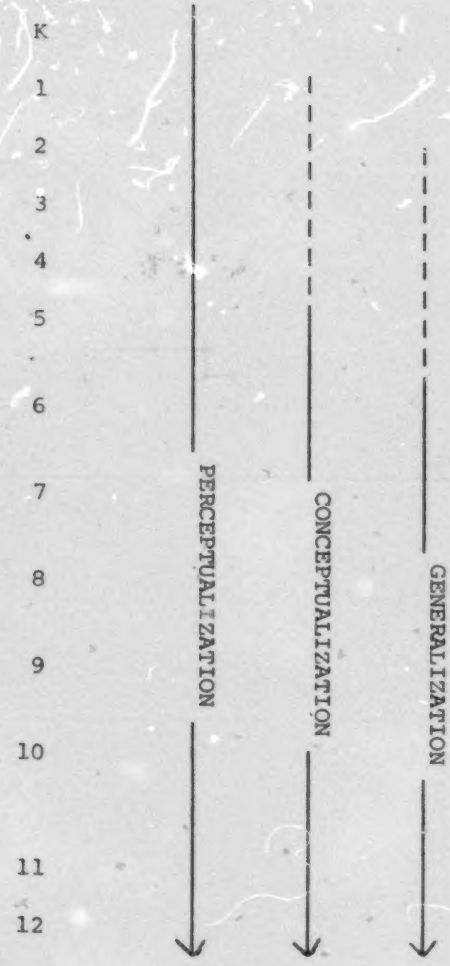
7. *Career Education* provides knowledge and experiences that will enhance employment adaptability in a time of rapid changes due to technological advances and fluctuating economic trends.

8. Successful operation of a *Career Education* program will require active participation from advisory councils, composed of local employers, union representatives, and involved community groups.

SUGGESTED CONTENT AND ACTIVITY EMPHASES IN

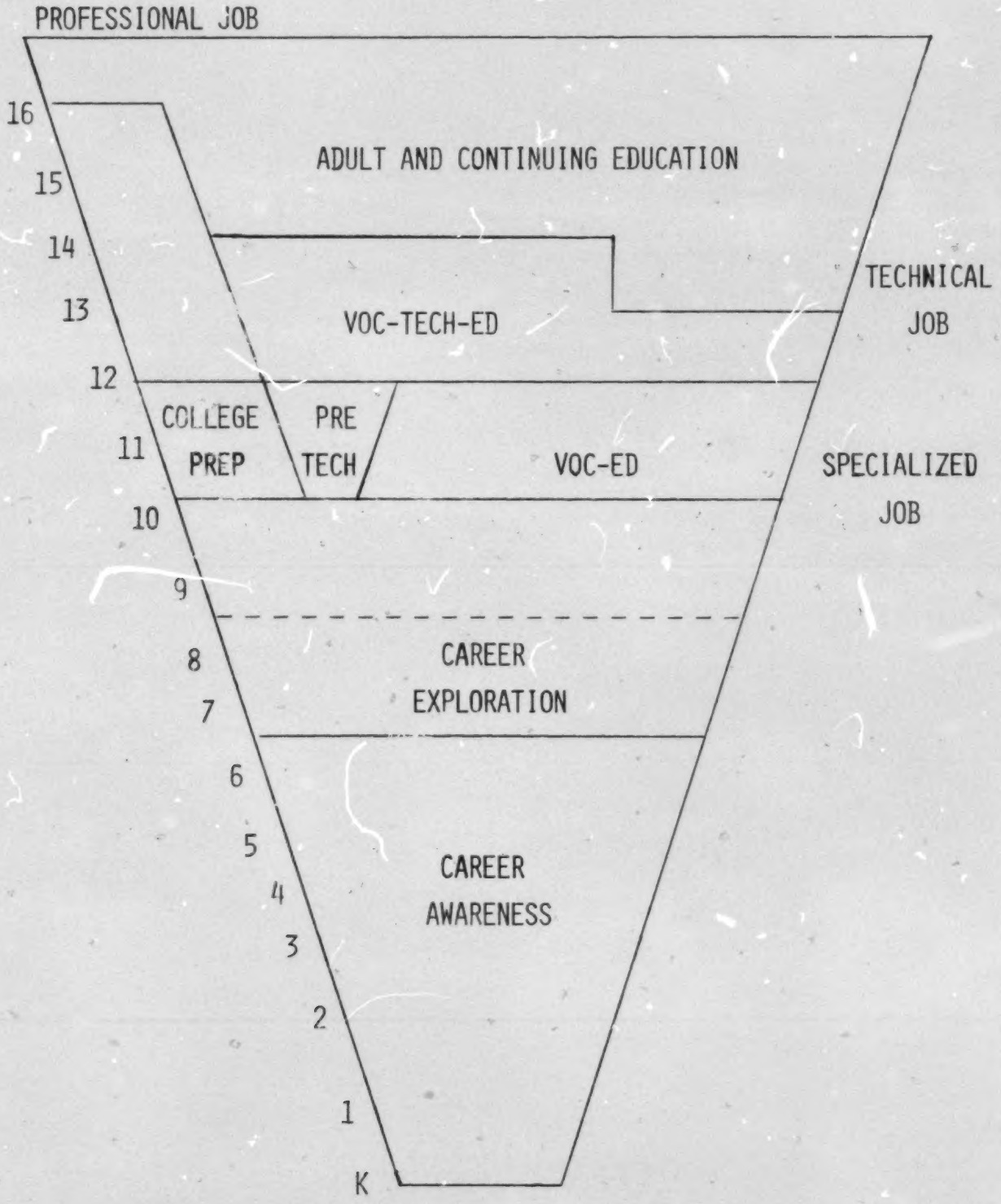
CAREER DEVELOPMENT PROGRAMS

GRADES K - 12



SELECTED EXAMPLES OF CONTENT	SELECTED EXAMPLES OF ACTIVITIES
Who am I. How do I relate to my environment. Workers in the home and school. Workers in the community.	Listening Observing Contrasting Differentiating Manipulating
Continuation of exploring self in regard to work world. Wider range of occupations examined. Work takes in additional meaning.	Demonstration Simple try-out Work simulation Life career games
Purposes of education. Study of occupations. Career decision-making processes.	Try-out Work simulation Life career games
Preparation for advanced education and/or job entry skills.	Specialized courses On the job work experience

The following graphic representation of *Career Education* shows a continuous focus from pre-school to adulthood.



SUGGESTED CAREER EDUCATION EXPERIENCE BY GRADE LEVEL

GRADES: 1-6	GRADES: 7-8	GRADES: 9-10	GRADES: 11-12	100% PLACEMENT	
STUDENT DEVELOPS SELF-AWARENESS AND UNDERSTANDING OF HIS INTERESTS AND ABILITIES					JOB
STUDENT DEVELOPS ATTITUDES ABOUT THE PERSONAL, SOCIAL, AND ECONOMIC SIGNIFICANCE OF WORK					NON-BACCALAUREATE PROGRAM
OCCUPATIONAL AWARENESS: STUDENT IS INFORMED ABOUT OCCUPATIONS THROUGH A SERIES OF CLUSTERS REPRESENTING THE ENTIRE WORLD OF WORK	OCCUPATIONAL ORIENTATION AND EXPLORATION: STUDENT EXPLORES SEVERAL CLUSTERS OF HIS CHOICE.	OCCUPATIONAL EXPLORATION IN DEPTH, BEGINNING SPECIALIZATION: STUDENT SELECTS ONE CLUSTER TO EXPLORE IN GREATER DEPTH. DEVELOPS ENTRY-LEVEL SKILL. MAY CHANGE CLUSTER IF DESIRED.	SPECIALIZATION: STUDENT SPECIALIZES IN ONE CLUSTER. TAKES PREREQUISITES FOR FURTHER EDUCATION AND/OR INTENSIVE SKILL TRAINING FOR JOB ENTRY.		BACCALAUREATE PROGRAMS

II

OBJECTIVES FOR *CAREER EDUCATION*

by Grade Level

KINDERGARTEN & FIRST GRADE:

I. To present appropriate occupational information about the world of work.

A. Jobs I do
   1. At home
   2. At school

B. Jobs I know
   1. At home
   2. At school
   3. Workers that come to my home

II. To develop an awareness of self-worth.

A. My feelings

B. My similarities to others

C. My differences to others

D. My place in society

E. My strengths

F. My weaknesses

III. To develop positive attitudes toward the world of work.

A. To learn how to get along

B. To learn to share

C. To learn the give and take process of life

D. To learn to take good care of their own property

E. To learn to take care of other people's property

F. To learn to appreciate all workers no matter what occupation

SECOND GRADE:

I. To develop an understanding of one's self-concept.

A. My feelings toward myself and others

B. My similarities and differences

C. Responsibility toward self and society

D. Inherent capabilities

II. To develop positive attitudes toward the world of work.

A. To accept and respect self and others

B. Individual work to be dependable, responsible and cooperative to meet personal and social needs

C. People work for various rewards or satisfactions

D. Develop the appreciation of the dignity and worth of honest work

III. To provide general observation experiences of the world of work.

A. School is a part of the preparation for a career

B. To develop the child's awareness of the responsibilities and understanding of our community helpers

IV. To present appropriate occupational information about the world of work.

A. Develop child's awareness that individuals need special training for most careers

B. Develop an understanding that some workers produce goods; others produce services

C. Develop the child's awareness that positions are related within job families

THIRD GRADE:

I. To develop positive self-concepts.

A. To learn to live with success and failure

B. To develop healthy attitudes toward change

C. To set realistic goals in light of interest and abilities (lightly)

D. To develop healthy attitudes toward work

E. To develop healthy attitudes toward play

II. To develop positive attitudes toward the world of work.

A. Work has dignity
1. People work for various rewards and satisfactions
a. to learn that you earn money for the work you do
b. satisfactions other than monetary
c. to develop a sense of values
2. All jobs are important
3. Jobs have different stigma but these don't distract from importance

B. People have dignity
1. People have special talents
a. they change
b. they develop
2. People have special interests
a. they change
b. they develop
3. People have different personalities
4. All workers are dependent on one another
5. Cooperation is necessary in order to get jobs completed

III. To provide general observational experiences of the world of work.

A. On jobs

B. On experiences

C. On attitudes

IV. To provide information about the world of work.

A. Different jobs require different abilities

B. Develop an understanding that basic skills develop in school and have a direct relationship to preparation for the world of work.

FOURTH, FIFTH AND SIXTH GRADES:

I. To develop a positive self-concept that will lead to future self-fulfillment in a vocation.

A. To help students:
1. To respect and accept self and others
2. To be dependable
3. To be responsible
4. To be cooperative
5. To enjoy work and play
6. To make wise decisions and choices

II. To develop a wide and varied interest that will open up an expanded basis for vocational choice.

III. To give students an opportunity to express goals and aspirations.

IV. To develop a positive attitude toward work and preparation for work.

V. To present appropriate occupational information using a broad introduction of occupations throughout the world.

VI. To provide more specific observational experience about the world of work.

VII. To make school subjects more meaningful.

VIII. To develop and foster a positive attitude toward the value of fine art.

IX. To impress upon students that a healthy body and mind is essential to a productive worker.

X. To develop skills basic to living a full and meaningful life.

SEVENTH, EIGHTH AND NINTH GRADES:

I. To create self-awareness of students' interests, abilities and aptitudes.

II. To help students set realistic goals in light of knowledge about themselves.

III. To relate that technology affects the number and types of careers and to illustrate the interdependency of workers.

IV. To acquaint students with the various aspects of community job resources, job hunting, applying, interviewing and securing employment.

V. To show a relationship between school subjects and opportunities that exist throughout life.

VI. To familiarize students with sources and uses of occupational materials in the library and/or counselor's office.

VII. To become aware of employment trends and outlooks, employer-employee relationships and the distribution and mobility of employed persons.

VIII. To investigate projected needs for various workers and the career patterns involved with these workers.

IX. To acquaint students with labor unions, apprenticeship programs, and journeyman programs.

X. To acquaint students with the basic economics, budgeting, and the importance of fringe benefits when considering employment.

XI. To expose students to a full range of occupational opportunities.

XII. To understand goals, values, and aspirations and how they relate to the choice of a career.

XIII. To develop basic problem-solving techniques.

TENTH, ELEVENTH AND TWELFTH GRADES:

I. To prepare youth to cope with the continued change in the world of work.

II. To acquaint students with major occupational fields.

III. To develop understanding of the need for continued education or training needed in various career areas.

IV. To point out relationships between specific high school courses and the jobs for which they can prepare a student.

V. To develop attitudes of respect for cooperation with employers and employees.

VI. To provide information regarding employment.

VII. To help students make a realistic choice of post-secondary plans.

VIII. To help students assess themselves in light of interests, ability, and personal characteristics, relative to future plans.

IX. To help students acquire the necessary information for job hunting, application and interview, or post-secondary training.

X. To help students make necessary adjustments for adult living.

SUMMARY OF SELECTED *CAREER EDUCATION* GOALS

An examination of various *Career Education* handbooks, guides and instructional units indicates a number of common goals for schools which can be listed as to educational levels. These goals may serve as "points of departure" for staff discussions.

ELEMENTARY SCHOOL GOALS:

Encourage development of work habits and realistic attitudes toward occupations and work.

Example. . .Attitudinal elements which can be stressed in daily lesson as well as criteria for evaluating student behavior at the elementary level are: desire to work, dignity of work well done, pride in accomplishment, responsibility and dependability, loyalty, appreciation for quality, value of cooperation, personal satisfaction, and adaptability.

Identify those broad *Career Development* concepts which will serve as criteria for guiding future curricular and instructional activities.

Example. . .A review of the twenty-one concepts identified by Bottoms, Evans, Hoyt, and Willers in Career Education Resource Guide or those identified by various state task-force groups and published in state guides for Career Education should provide a substantive base.

Identify and integrate occupational cluster information with basic educational skills.

Example. . .The comprehensive Career Education Model project has clustered occupations into two large spheres--those occupations related to the production of goods and those that render services. Students can be exposed to a range of occupations within the context of their level of maturity.

Involvement of students in self-discovery activities.

Example. . .Self-awareness may well begin with discovery activities provided through assessment of student needs and the establishment of short-term goals which involve the student in activities which help him: become aware of his strengths and gain in self-esteem, become more conscious of his own interests and how they differ from interests of others, begin to understand how skills and knowledges are acquired and affect task performance, and begin to understand that growing older does require the acceptance of more responsibility.

Introduce problem-solving and decision-making skills.

Example. . .Children often grasp an idea intuitively long before they are ready for the detailed step-by-step analysis of the process. By an intuitive approach is meant a method which yields possible hunches or rapidly formulated ideas which will later be subjected to more formal analysis and proof.

This method implies a freedom to make mistakes and to question. It makes use of what is known to arrive at a workable procedure as a starting place for solving a problem situation. The presentation of mathematics content for the elementary grades and the use of critical questions in children's literature are attempts to expand a child's ability to cope with various psychological processes (sensing, detecting, changing, discrimination, coding, classifying, estimating, rule using, decision-making, and problem solving).

Provide the opportunity for rendering services as an elementary student.

Example. . .Various grade levels can initiate an exploration and personal involvement project in the world of work. The projects may at times involve the entire class, small groups, or independent work assignments. The "helping" tasks which render services may include pupils serving as tutors, providing a variety of services to elderly citizens living near the school, making tray favors for the local hospital, serving as maintenance workers for school and neighborhood, etc.

Provide the opportunity for students to interact with selected community work models.

Example. . .Work models are brought to the classroom from the community beginning with the home--father, mother, and other members of the household and expanding to work models employed in the community.

Establish an advisory committee for occupational awareness.

Example. . .The elementary school establishes an advisory committee composed of representatives from business, industry, labor, institutions/agencies, and home to serve in an advisory capacity on curriculum and instruction and to recommend other members of the community to serve as work models, tour and field trip guides, classroom work sampling supervisors, career guidance leaders, etc.

JUNIOR HIGH SCHOOL GOALS:

Orient student to (a) society and work, (b) occupational information, (c) self-knowledge, (d) career planning, (e) basic technology, and (f) occupational training.

Example. . .Altman (1966) further delineated these six components, for example, sub-topics relate to: how work roles and values are defined, development of mechanical principles, structures, numerical operations, human relations, etc. Academic subject matter can be organized around these components and serve as "career supports" according to Keller (1970), and interface with career exploration activities.

Expose students to a wide range of occupations through "cluster" explorations.

Example. . .A series of exploratory clusters classified as occupational clusters, career support clusters, and career guidance clusters can serve

as a system for explorations over a three-year span. Students, for example, would be required to select at least one module from each of the occupational clusters to explore. Students at the 9th or 10th grade should then be able to make a tentative selection of a particular occupational cluster for more indepth explorations and/or indepth career preparation.

Provide for "hands on" experience in simulated work environments as well as personal identification with role models from the community.

Example. . .Each occupational cluster provides for some actual "hands on" experience. The development of "mini" work centers within the school for the purpose of work sampling can be designed by community advisory groups who also serve on a rotating basis as consultants to students. "Mini" work centers or environments can be established within business and industry, and government brings relevancy to simulated work experience. Adjunct personnel are important to the success of Career Education endeavors.

Organize career development centers for both prescriptive and discretionary learning experiences.

Example. . .A Career Education resource center can be the hub around which learning experiences revolve. The center may consist of a library for print and ron-print materials, mini simulated work environments, consulting stations for guidance and adjunct personnel, and facilities for accomodating large and small group participation. Both prescriptive experiences (assignments made by teachers) as well as discretionary experiences (activities selected by students) can be facilitated through a center for Career Development.

Strengthen career guidance activities.

Example. . .The interfacing of career guidance with career support clusters and occupational clusters involves students in a systematic procedure which requires students to analyze their own occupational interests and aptitudes, evaluate their past experiences, make an assessment of present needs, and plan future prescriptive and discretionary exploratory experiences. Career guidance is perceived to have an interdisciplinary base and to consist of a program of services provided by teachers, administrators, guidance specialists, and adjunct personnel from the community and designed to help each student effectively utilize his time, energy, and environment to achieve self-actualization. The program of services should include: individual analysis and career planning; information about occupations and training possibilities; counseling both students and staff; research activities which provide information on manpower and community needs; job placement and follow-up activities which encourage employed, underemployed, and unemployed youth to return to an educational setting or to become involved in an educational program for self-renewal.

Provide appropriate occupational preparation for students who have decided to leave school prior to completing junior high school.

Example. . .Students who are potential junior high school leavers can be encouraged to become involved with more indepth occupational cluster

experiences in order to develop job-entry level competency in at least one specific occupational cluster.

Establish cluster advisory committees and select cluster module sponsors.

Example. . .Each occupational cluster is guided by an advisory committee composed of employers and employees. The various exploratory modules within a cluster may be supported by work model sponsors who come to the school and work with individual students or groups of students and/or who serve as adjunct instructors to students who are exploring work roles within business and industry.

Provide for youth participation in career clubs.

Example. . .Each occupational cluster may be supported by a career club jointly sponsored by the school and community. Career clubs can be an integral part of the process of exploring, choosing, and developing a career. These clubs can serve as a bridge into the world of work as well as into career clubs at the senior high school level.

SENIOR HIGH SCHOOL GOALS:

Improve student performance in basic subject areas by unifying and focusing them around *Career Development* themes to make the subject matter more meaningful and relevant.

Example. . .The basic subject areas become "career supports" and interface with career guidance and occupational explorations and preparation activities. Career Development can open new educational vistas, new role relationships and new curriculum patterns at the senior high school level. For example, occupational preparation programs are used to make general education concrete and understandable, and occupational implications are pointed out by general education. Schools are learning that occupational objectives can be the vehicle for making other objectives understandable, relevant, and even palatable for some students. Programs have found ways to combine content, methods, and instructional media to bring isolated objectives into a continual interplay.

Expand the occupational programs in order to provide every student intensive preparation in a selected occupational cluster or in a specific occupation in preparation for job entry and/or further education.

Example. . .Vocational preparation serves a crucial role as an integral part of Career Education. Upon completion of exploration experiences, the student should be able to make certain career, direction-setting decisions. In high school the student should have many options that will allow him to build upon his career interests. These options may include pursuing a vocational preparation program in grades 10, 11, or 12 in order to develop indepth career preparation for employment after high school or to prepare for post-secondary technical education modules appropriate for entrance to a 4-year professional program at the college/university level. Students choosing to prepare for a program of higher education should also experience one or more accelerated, intensive employability programs of short duration some time

during high school.

Expand guidance and counseling services and work-study programs for preparation for employment and for further education.

Example. . .An indepth orientation course for each major occupational cluster provides students an opportunity to begin focusing upon specific career opportunities, related job tasks, and education requirements. A comprehensive career guidance program should also include a series of planned work experiences which allow students to progress from simulated or sheltered environments into actual short-term on-the-job experiences. Work-study programs serve a guidance and financial assistance function and can provide students an opportunity to explore further the world of work.

Expand "cooperative" education.

Example. . .The expansion of those programs which combine and relate classroom experiences with actual employment experiences needs to be well planned, coordinated, and supervised by the school and the employer. The "cooperative method" can be applied to all educational fields or departments. Cooperative vocational education experiences are often viewed as a "capstone" program for those who have reached a given competency level.

Provide for job development and job placement activities.

Example. . .An integral function of Career Education is job placement. In order for a school system to place those students who have reached an employable level, job development becomes as important as Career Development. Career guidance, job development, and job placement specialists are new positions which have emerged with the expansion of vocational education at the secondary and post-secondary levels.

Provide for placement for all students, upon leaving school, in either: (a) a job, (b) a post-secondary occupational education program, or (c) a 4-year college program.

Example. . .The local senior high school that accepts the challenge of Career Education is responsible for placement and follow-up activities of all its products through planned placement which is an integral part of the instructional program -- not an isolated service function. Three types of placement activities become evident -- educational placement, job placement, and placement for special services.

Develop an instructional-learning system, based on competency levels, which permits ease of exit, ease of return, ease of entrance.

Example. . .The synthesis of subject matter, materials, teachers, learners, adjunct personnel, and technological media into learning modules of short duration can serve as building blocks for reaching various levels of occupational competencies and for individualizing instruction. Each module is directed toward specific behavioral objectives and permits

a variety of instructional-learning patterns to be established. Schools should strive to design a system which permits the individual to progress at his own rate of ability, to enroll on any day of the year, and to begin or renew his educational program.

Provide for continuous follow-through of all dropouts and graduates and use the information for program revisions.

Example. . .An important aspect of evaluation is what happens to the students. A system which has proven to be highly successful because of its personalized approach by teachers is to follow-up yearly on first year, third year, and fifth year graduates and school leavers.

Provide for occupational advisory committees for each major cluster.

Example. . .Functioning advisory committees can assist with the development of career guidance experiences, develop instructional materials, provide a resource for speakers, perform public relations activities, serve as career club co-sponsors, assist in the preparation and defend budget requests, and serve as career advisors to students.

A PLAN FOR IMPLEMENTATION

The successful integration of *Career Education* into our school curriculum can emerge only from concrete efforts at implementation which must occur at two levels:

1. The policy level at which school boards, administrators and legislators choose to emphasize *Career Education.*

2. The instructional level at which teachers and counselors must develop or be provided with instructional activities.

Someone must push for implementation. It has been said that, "What is everybody's responsibility is nobody's responsibility." Specific responsibilities should be fixed, and the many participants and advocates should know who is to do what.

LEVELS OF RESPONSIBILITY:

National Level: The USOE can provide leadership and impetus for *Career Education.* They can call attention to the national need, propose a logical response, cite examples and perhaps suggest alternative models for local schools to consider. Look to federal agencies for: (1) information, (2) resources, and (3) technical assistance.

State Level: The state education agency responsibilities will include policy making, technical assistance, coordination, personnel development and resources. The state agency allocates both federal and state funds to local districts. Some prinicpal activities for the state level include:

1. Advocating and generating interest across the state.

2. Setting priorities in allocating federal and state funds for *Career Education.*

3. Planning and conducting *Career Education* instructional materials development. (funding workshops, etc.)

4. Collecting information and disseminating it among local school systems.

5. Facilitating cooperation in program planning, promotion, and resource sharing among local school systems.

6. Coordinating local school programs with programs in other states and special national projects.

Local Level: It is at the local level that education is planned, teachers are trained, curriculum developed and students are taught. The first step in implementation is for the superintendent and Board of Education to identify *Career Education* as a priority. The principals, department chairmen, and faculty in local school systems must know that *Career Education* is a performance priority.

Extensive discussion and exchange of ideas in every classroom of the school system must emerge from the leadership activities of the central office staff.

STEPS FOR IMPLEMENTATION

I. Organize a network of interested groups.

A. Public Information Program - to promote the concept, stimulate interest and call for active participation by all community interests.
B. Select Advisory Committee - (1) parents (2) educators (all levels) (3) business and labor (4) public agencies and elected officials (5) service clubs and other groups. (may organize into sub-committees, visitation committees, steering committees, etc.).

II. Gain an understanding and establish "policy statement."

A. Committee must have a "working grasp" of the components, the principal actions, and the program objectives.
B. Policy statement that gives direction. (similar to road map). Should be developed by central office staff with assistance from the advisory committee.

III. Study the current system to determine the changes necessary.

A. Self-evaluation (questionnaire, etc.).
B. Evaluation should center around objectives. *Career Education* will provide study groups an opportunity to engage in a re-examination of the purpose and function of many existing programs and courses.

IV. Conduct an inventory and organize community resources.

A. Survey community (see appendix for community resource questionnaire). The community must become an extension of the classroom.

V. Design preliminary program.

A. Prepare instructional objectives.
B. Curriculum development activities.
C. In-service teacher training.
D. Communit interaction.
E. Experimental programs tried and evaluated.

VI. Implement the system.

Point at which actual classroom activity begins system-wide.

A. Priority and objectives will have been established.
B. The concept will have been examined by school personnel and community resource persons. Experimental activities tried and evaluated on limited basis.
C. Evaluation of existing programs will have been initiated, resulting in recommendations.
D. Community resources will have been identified.
E. In-service training will have been completed.
F. Curriculum activities will be developed and available for sharing with all teachers.
G. Costs will have been determined and budgets established.

VII. Develop system for evaluation.

In planning a program of evaluation, planners of *Career Education* have an opportunity to reconsider program goals and objectives, if for no other reason than to restate these objectives in terms that permit their being measured.

Among the most common techniques for evaluating education and training programs are: (1) direct solicitation of the reactions of the participants, including students and community persons; (2) individual and group tests to actually measure progress and achievement in any phase of the program; (3) performance tests or observation of a student actually demonstrating his ability in the use of a skill; (4) comparison of results of new techniques and procedures over older or traditional methods; and (5) observation of the education process to determine problems and remedies. The ultimate evaluation of *Career Education* will not be achieved until enough persons have traversed the full system from early childhood throughout their working lifetime into retirement. Only then can society have a valid comparison of the old and new in *Career Development*. In the meantime, interim evaluations are necessary to keep the system tested and improving.

VIII. Develop system for utilizing evaluation findings.

Evaluation determines how well the system is performing and pinpoints where improvement is required. Feedback is concerned with taking the results of an evaluation and applying them to correct or improve any part of the system requiring it.

Feedback systems have to be developed for every element in the system. When students are tested, the results of their achievement should be shared not only with the student himself but also with all of those persons directing the particular learning experience as a measure of the effectiveness of that activity. In this way the program itself can be monitored to determine where and how change might be introduced.

IX. Maintain program.

Selected activities are institutionalized.

THE NEED FOR LOCAL COMMITMENT TO IN-SERVICE TRAINING

A critical variable in the change process is the teacher! In-service training of personnel for *Career Education* must be a part of each developmental stage with a series of planned, sequential activities. Many skills are required for *Career Education*. A few of these are:

- Assessing the needs of learners and the community.
- Formulating objectives for *Career Education*.
- Structuring curriculum and instruction around an occupational cluster system.
- Securing and utilizing community resources.
- Analyzing clusters to determine learning modules/elements for individualizing instruction.
- Integrating and correlating subject matter.
- Designing pupil personnel services.
- Evaluating and measuring achievement.
- Selecting, collecting, and disseminating *Career Education* materials and media.
- Articulating curriculum and instruction vertically and horizontally.
- Counseling for occupational preparation.
- Managing things, data, and ideas.
- Placing students once competency levels have been reached.
- Involving volunteer helpers in the educational process.

These skill requirements do not represent an all-encompassing list. On the other hand, considerable attention could be given to any of the above items. The last item, for example, deserves serious consideration. As educators tap more of the human resources of their communities to accomodate *Career Education*, they should increasingly involve volunteers in the schools. The more volunteers become involved, the more evident it will become that they also need in-service education. Some of the roles that can be assumed by volunteers and for which in-service education will be needed are:

- Career counselor assistants
- Career discussion leaders and listeners
- Resource and activity supervisors
- Referral agency-school-home coordinators
- Business and industrial tour guides
- Role players
- Work simulation supervisors
- Neighborhood home-school coordinators
- Career cluster aides
- Basic education tutors
- Special education task development helpers
- On-the-job training supervisors
- Work sampling consultants
- Career cluster coordinators
- Pre-apprenticeship sponsors
- Advisory committee and task force committee members

PLANNING FOR IN-SERVICE TRAINING

In-service training begins with extensive staff orientation followed by individual levels and subject matter areas identifying and discussing the philosophical ramifications of *Career Education*. The responsibility for designing and implementing a comprehensive *Career Education* system should not be carried by a few individuals. It must be a total staff commitment.

One pitfall often noted is the purchase of resource material without orienting the teachers to the utilization of materials. The material seldom becomes an integral part of the instructional program. Another pitfall is the installation of a course to import career information. Every course taught contributes to *Career Development*. It's imperative that all teachers understand their role.

The in-service program will involve some formal instruction, but it should mainly consist of self-directed workshop type activity. The program should move from an assessment of personnel needs through a series of self-discovery experiences. It must be a continuous program spread out during the school year. Some logical steps to consider and suggested programs for in-service to follow:

A. Planning Stage:

1. Gain commitment from Board of Education.
2. Select coordinating staff and appoint steering committee members.
3. Meet with steering committee and design tentative in-service program.
4. Review tentative plans with administration, consultants, and other appropriate groups.
5. Finalize the system wide plan for in-service.

B. Implementation:

1. Hold system wide conference.
2. Conduct building meeting.
3. Evaluate workshops and determine strategy for implementing curriculum and instructional activities.
4. Organize sub-committees if needed for curriculum review and adaptation.
5. Begin incorporation of selected *Career Development* activities into the curriculum.

C. Evaluation:

1. Develop system for evaluating selected activities.
2. Develop system for change and/or improvement based on evaluative results.

Page 29, "Guidelines for Career Education In-Service Programs," was removed because of copyright.

SYSTEM-WIDE CONFERENCE ON *Career Education*

The most successful approach to Personnel Awareness and Orientation is a system-wide conference for all instructional personnel.

Suggested Agenda

8:30 - 8:45 a.m.	
BOARD PRESIDENT:	"Our Commitment to *Career Education*"
SUPERINTENDENT:	"The Need for *Career Education*" "In America today the whole fabric of our education structure is threatened. More and more students are being 'turned off' by school. Citizens are concerned at rising school costs. School curriculums have become badly skewed toward college preparation, when in fact less than 15 percent of our students ever graduate with a college degree. In short, our schools will continue to lose the support of the public unless a drastic rethinking takes place." (Place this quote from Associate U.S. Commissioner of Education, Robert Worthington, in the agenda.)
9:15 - 9:35	"*Career Education*" a 20-minute film (The purpose of this film is to illustrate the need for *Career Education* in a technological society. A copy of this film may be secured from the State Board for Vocational Education.)
9:35 - 10:00	BREAK
10:00 - 12:00	SYMPOSIUM: "This Is How I See *Career Education*"
Presenters	Suggested Topics
STUDENT	Inadequacy of career information No room at the bottom Frustrations in and with education Desire for self-direction and role involvement
PARENT	The acquaintance of youth with life roles, life styles, career options The design of a more flexible system for ease of exit and return Accountability for student placement *Career Education* for employed, unemployed, and underemployed adults in the community
EMPLOYER	Our work-oriented society Changing nature and scope of occupations The work ethic Partnership education A community-based system of education
COUNSELOR	Foundation of *Career Education*--historical antecedents Basic elements of an information and support system (a) student assessment program, (b) student data system, (c) occupational information system, (d) community guidance counseling, placement, follow-up and follow-through system

ADMINISTRATOR:	Needs assessment Resource allocations Freedom to innovate Team approach
12:00 - 1:30 p.m.	LUNCH
1:30 - 4:00	SMALL GROUP INTERACTION SESSIONS (Participants in each small group session represent a broad spectrum of school personnel--K through 12 or 14, as well as representatives from the community). (The group leader will have been oriented to the role by the Steering Committee. His major responsibility is to gain commitment on the part of each participant to work actively toward the implementation of *Career Education*).

ACTIVITY OBJECTIVES:

a. Identify curriculum and instruction implications based on an examination of various models. *Career Education* elements, concepts, *Career Development* stages.
b. Identify those responsible for *Career Education* and assess their roles in *Career Education*.
c. Answer a prepared questionnaire, developed by the Steering Committee, through group discussion. The questions will relate to these categories:
   1) value judgment questions related to *Career Education*
   2) assessment of staff needs
   3) community involvement in *Career Education*
   4) staff involvement in *Career Education*
   5) in-service training
d. Preview plans for the following day. Participants return to their respective schools to continue the dialogue and relate *Career Education* to their specific areas of concern. (see Faculty Meeting Agenda)

FACULTY MEETING

Suggested Agenda

(To follow the System-Wide Conference on *Career Education*)

8:30 - 9:45 a.m. BUILDING PRINCIPAL:	"Highlights of the Conference" 1) Define *Career Education* (taken from the film "*Career Education*") or other sources. 2) Discuss implications of a comprehensive *Career Education* system, needs assessment, possible goals/objectives for the school.
9:45 - 10:00	BREAK
10:00 - 11:00	SMALL GROUP DISCUSSIONS: "Implications of Objectives for *Career Education*"
11:00 - 12:00 GROUP CHAIRMEN	Report implications delineated through small group interaction.
12:00 - 1:00 p.m.	LUNCH
1:00 - 2:00 p.m. STAFF PRESENTERS:	"What Others Are Doing - What We Can Do" Principal appoints a task group to review *Career Education* Guideline and report instructional activities which might be considered by instructional personnel.
2:00 - 3:00 BUILDING PRINCIPAL:	"Planning Ahead" Steering Committee recommendations are shared with faculty regarding (a) in-service training, (b) interaction linkage system.
3:00 - 3:30	Select representatives for sub-committees

SYSTEM-WIDE ADVISORY COUNCIL

Sub-Committee, K-6:

Representatives for each level, K through 6
Representatives from supportive services
Parent representative
Community representatives at large

Sub-Committee, 7-9:

Representatives for each level, 7 through 9
Representatives from the areas of:

math	home economics
science	business education
language arts	industrial arts
social studies	special education

Representatives from supportive services
Parent representatives
Community representatives

Sub-Committee, 10-12:

Representatives from levels, 10 through 12 or 10 through 14
Representatives from areas of:

math	agriculture education
science	business education
language arts	distributive education
social studies	home economics education
area-at-large	trade & industrial education
health occupations educ.	special education

Representatives from a supportive service
Parent representative
Community representative from business, industry, labor and governmental agencies

Please return completed questionnaire to the person who gave it to you - or to John Doe, Career Education Advisory Committee, Post Office Box 707, Random Town, U.S.A.

COMMUNITY RESOURCES QUESTIONNAIRE

The *Career Education* Advisory Committee is studying various ways of enriching the educational program of the _____ schools. One way to widen the students' educational opportunities, particularly in learning work skills, is to use the resources of the community. The purpose of this questionnaire is to find out what interests and talents the people of _____ would be willing to share with their young people. Once this information is on file, then it will be possible to match up an individual's special skill with a student's particular interest. Would you be willing to have this questionnaire kept on file at the _____ school so that in the event of a particular need or interest, you might be contacted? Yes_____ No _____

NAME _____

ADDRESS _____

PHONE _____

FIELD OF INTEREST (Cite occupation or industry, arts and crafts, science, public service, business, trade union)

_____

_____

SPECIAL SKILLS _____

WHAT SIZE GROUP WOULD YOU LIKE TO WORK WITH?

_____ (large: 20 plus) _____ (medium: 5 - 20)

_____ (small: 2 - 5) _____ (individual: one to one)

HOW MUCH TIME WOULD YOU BE WILLING TO GIVE?

_____ Once a week _____ Number of hours

_____ "Hands On" training (every day for several weeks)

_____ Occasional (lecture or demonstrate a specific topic)

_____ Other

CAN YOU VOLUNTEER YOUR SERVICES? _____ IF NOT, TENTATIVELY HOW MUCH WOULD YOU EXPECT TO BE PAID? _____

I understand that this information is merely exploratory and does not bind me in any way. If there is a need for, or interest in my services, I shall be contacted and further arrangements will be made.

Signed _____

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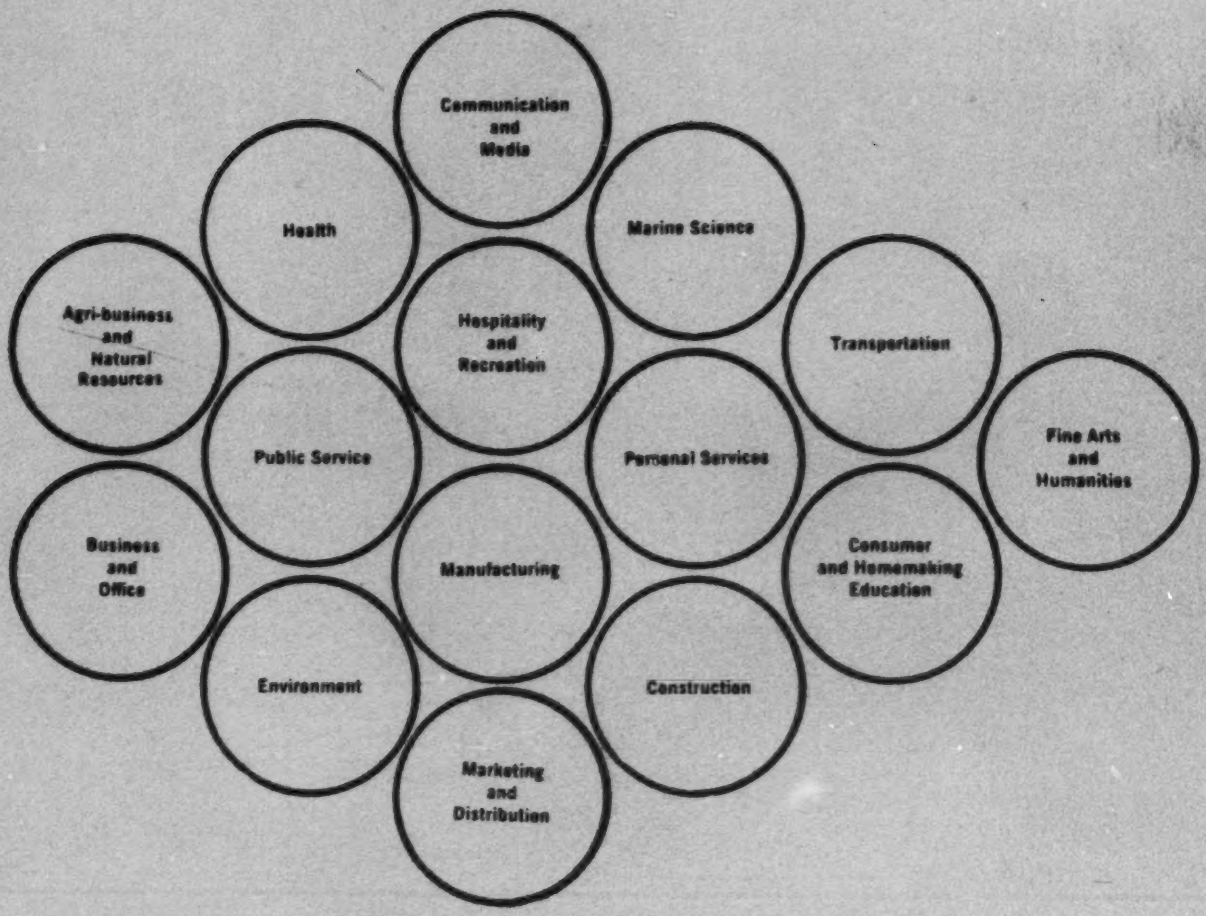

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